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ABSTRACT

A study was made to relate: (1) the concepts of a library of materials and (2) newer concepts such as instructional development activities which initiate a more scientific, systematic approach to the improvement and individualization of learning experiences. The major output of the study was to be a definitive model so that the fields of library science, instructional technology, mass communications, and audiovisual media could define their roles and plan their professional preparation programs. A questionnaire study of community college learning centers was developed around a model based on the premise that there are four major functions of such a center. Of the more than 300 schools responding, almost half contained all four parts of the model. In those centers where all four components exist, 63.9% are contained in one building. Most provide library and audiovisual services with almost 63% also having some non-traditional types of learning spaces. However, instructional development is the weak area of service in most centers. Also, most of the centers call themselves "Learning Resource Centers" and "Learning Centers" rather than "Library." Finally, the non-personnel resources of centers are highly varied. (WCM)

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An Analysis of the Learning Center in Community Colleges

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Preface

One of those things which must gnaw at anyone who has written and hypothesized about a new concept is that though his exposition is logical in its formulation, the real world's constraints may be so limiting or redirecting that the concept will find little, if any, chance to be developed, reified, and evaluated. It was with that gnawing feeling that the author attempted to gather empirical information about the concept of the LEARNING CENTER.

The California Association of Educational Media and Technology agreed with the need for such research and so, in 1972 they provided a $500 grant to cover printing, postage, typing, etc. so that the research could be done. It is then with no small thanks that the author acknowledges the organization's help in this project.

Procedure

Since the research was of necessity limited to essentially a questionnaire type system, an early decision was made that data would be collected which would be simple in its format yet highly applicable to analysis and discussion and that the

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reporting of the research would be straight forward so that others could analyze the data to see if it provided value for their particular developmental plans. In analysis, the trap that the author has tried to avoid is like that of the cook skinning an onion, peeling back the layers to expose the goodness inside. If too much is peeled back there will be nothing or little left and the identity of the whole will be lost. Thus, in identifying and discussing the parts of a learning center, it must be understood that it is the whole with its unique identity which is most important in promoting learning.

Essentially then, the study attempted to relate the concepts of a library of materials which is supportive of education and accomodates the self-contained classroom-teacher model and newer concepts such as instructional development activities which initiate a more scientific, systematic approach to the improvement and individualization of learning experiences. These concepts and the provision of a variety of learning activities are considered within a single administrative unit known as a library, a learning center, or a learning resource center.

One of the major outputs of such research should be in the providing of a definitive model so that the fields of library science, instructional technology, mass communications, and audio visual media can define their roles and plan their several professional preparation programs to meet exacting manpower requirements in the coming years.

Experimental Universe

The community college was chosen as the experimental universe

since the literature indicated that it is at this level where the major developmental activity is occurring and it is also the level with which the author is particularly knowledgeable. It is the author's firm belief though that the LC concept is generalizable to all levels of education.

A three page questionnaire was sent to every public and private community college in the U.S. During the time designated for accepting returns, over 300 schools fully responded. Besides questions on the basic elements of their programs, a request was made for "reports, brochures, descriptions, photographs, etc. on any of your (their) programs which you have found particularly effective."

Questions were tailored around the author's basic four part model of learning centers (see the September, 1974, issue of Audio Visual Instruction: "The Learning Center -- A Second Time Around"). That model is based on the premise that there are four major functions for such a center.

a. The provision of information through a library of media containing print, audio, video, microforms, computer display, etc.

b. The provision of audio visual services, including media production and instructional support functions through hardware and software systems.

c. The provision of a number of non-traditional learning environments and activities within the learning center.

d. The provision of instructional development activity which includes a systematic analysis of learner traits

and task conditions with a pursuant synthesis of a variety of individualized media and other learning activity into a highly definable and evaluatable learning environment.

Furthermore, the model appears to provide some answers to what the author has identified as the three major areas of concern for those involved in educational technology. The first of these is the identification of an administrative model which relates media personnel to the development of the most viable and operable learning environments within any milieu. Today, "cooperation" has come into everyday educational discussion, but its practice is far from what it should be. The identification of learning roles within a differentiated staffing pattern will do much to pragmatically define such a model.

The second issue or area of concern must be with the professional preparation of educational specialists. We must identify behaviors needed by individual specialists so that programs can develop systems for the output of such specialists. With such an identification of performance would come the accreditation of professional preparation programs and the certification of specialists.

The third major issue relates to finance. The question is, with educators having to look toward responsible fiscal management (the well is running dry), how can technologists aid in the development of cost effective learning environments without being rejected as dehumanizers and "robbers of teaching jobs."

Findings

The latter portion of this study contains sixteen tables which quantify the major data collected. A brief, general discussion of that data follows here:

1. While the four part model was a hypothetical one before this research, almost 1/2 (46.7%) of the respondents contained all four parts of the model.
2. In those centers where all four components exist, 63.9% are contained in one building. At this early stage of development, one would have expected such centralization. It is probable that the historical evolution of this total service concept grew within the building known as the library. The author would hypothesize that as the concept and its actualization continue to grow and strengthen, facilities outside the one building will of necessity be sought -- both for space and to provide certain services closer to the patron.
3. Of the centers not containing all four components of the model, most provided library and AV services with almost 63% also having some non-traditional types of learning spaces. Not surprisingly, instructional development services only existed in 16.7% of the centers and were fully absent from 82.1% of the schools. Thus, if instructional development was not provided by the center, it was not available at all in the college.
4. For the author, the data provided in Table V was surprising. More of the centers called themselves

"Learning Resource Centers" and "Learning Centers" than "Library." Though this may not sound important at first, it suggests that the learning center is very real, very vital, and in a state of flux. The elimination of the older, established, and loved name, "library," signifies that though rejection of the old may not be the case, acceptance of the new and the innovative is part of the movement.

5. Even though 142 schools had all four LC components and 29 more had instructional development, only 59 had a full-time development specialist. The commitment of personnel to a program is one of the best indicators of both its status and its future. Surely then, instructional development with all its potential is the weak area of service in most centers.
6. The non-personnel resources of centers are highly varied. More-and-more such unexpected media services as printing, sophisticated media production such as 16mm film, and open and closed circuit television are becoming the expected. Furthermore, tutorial, skills and reading labs, computer and independent studies, and learning disabilities programs are rounding out facilities as they become true learning centers.

While non-respondents represented a larger population than those who responded and though these non-respondents are probably on the whole more traditional and less innovative than those who responded, the number who did respond indicates a strong, innovative movement.

From the Field

Though data is used to extract truths, more interesting is what those in the field have to say about centers and the movement.

1. Luella Wiens, Director of Library Services, Hartnell College. The following is edited from a report Ms. Wiens produced to document a sabbatical leave in which she visited community college libraries in the U.S. The total report was reproduced for dissemination at the January, 1974, Learning Center National Symposium put on by De Anza College.

> . . . I found the best examples of fully coordinated centers of instructional services in Florida and Texas, and I could only envy the total staffing available there. On the other hand, California community colleges seem to have more funds available for materials than most of the out-of-state colleges I visited.
>
> . . . . . .
>
> Learning Laboratories
>
> Individualized learning as expressed through various types of laboratory facilities is almost as individual as the colleges themselves. Unfortunately, actual practice generally still lags far behind expressed goals.
>
> Faced with limited funds and staff, most resource centers try to meet immediate instructional demands, and college instruction is still basically classroom and lecture oriented. The most productive and innovative individualized programs I observed were usually the result of the extra effort and driving force of the individuals involved -- either instructors or media personnel -- often withering away when a key individual left the program. Not surprisingly, the best examples of active learning centers resulted from a combination of enthusiastic instructors and media personnel with adequate resources available.
>
> The smaller and often newer colleges are more likely to have centralized learning laboratories comparable to ours. Crafton Hills College, for example, has an excellent small learning laboratory with the reading program as the impetus and with plans for expansion to include other disciplines.

Larger colleges tend to have many individual labs operated and staffed by departments and dependent upon the media centers for production of materials and servicing of equipment. Often it was difficult to find any central source of information about individual labs, and often they did not know of each other on the same campus.

I saw some colleges with well developed and staffed A.V. centers which gave little or no service to individual students and functioned primarily through the instructors in support of classroom instruction. Most, however, have some multi-media materials. Fresno City College has just opened its new media center addition to the library, one of the best examples I saw of good planning and staffing for a well-balanced service to both the individual student and to the instructor in the classroom situation.

Most colleges with audio dial access systems were older colleges that said they would not now choose to install such an expensive and inflexible system, but found it useful for assigned listening on a regular basis.

The ultimate in dial retrieval -- a show place some years ago -- was at Oklahoma Christian College where some 1200 dial access stations allowed every student to have his assigned station. The technician told me that only a small percentage of the stations are in use at any given time but I did note that the instructors there are still strongly oriented to the development and use of much programmed material and their media center is well equipped to make studio-quality tapes and send audio signals all over the campus.

I saw no system with a true dial access to video tape although a number have remote access to video programs on request. Problems of signal interference when many stations are wired to remote video masters still have not been very satisfactorily solved. Grossmont College and Orange Coast College have well-developed programs of remote access to video programs, but they depend upon central staff to feed programs to individual carrels. Miami-Dade in Florida still remains the prototype of the fully integrated system based upon each classroom being connected via closed circuit to a central studio which feeds sound or video signal into the classroom upon request. The limitations of this system become apparent when the instructor wants to control the speed and/or review a program at will, and the technicians

told me that they received a great many requests for projectors and films to be delivered to the classrooms for instructor controlled use.

A select number of learning centers were contacted on a followup basis to the original questionnaire. Respondents were asked to provide short descriptions of their centers and statements as to the uniqueness of their centers. Several interesting replies follow.

2. Lyn Vivrette, Head Librarian, Cuesta College:

> The Learning Center at Cuesta College is a two-story building located in the center of the campus. The Center contains all the traditional library services and collections (all multi-media materials are fully cataloged and integrated into the collection without regard to format), along with a self-study center, a tutorial center, an individualized video self-tutorial center, a career planning and counseling center, and several group instruction areas fully integrated on the main floor of the Learning Center. The audio-visual support center (campus distribution, production, etc.) and the audio-tutorial laboratories occupy part of the ground floor. The Administration, counseling, guidance and student services are temporarily located on the lower floor within demountable walled areas, to allow for future expansion of the Learning Center. The Learning Center is connected to every classroom, laboratory and facility on campus by a huge multiplicity of conduits for distribution of computer, video, audio and future programs, and is designed to interface with the commercial television cable services in order to bring programs into the community's individual homes.
>
> The uniqueness of the Cuesta Learning Center begins with outstanding team planning (including professional Learning Center planners and consultants) and a challenging philosophy: "The Learning Center is to meet the individual and changing needs of each student and individual and changing needs of each instructor.....now and in the future."
>
> To support this philosophy, the facility was designed with total flexibility in order not to inhibit any type of learning and instruction. This flexibility includes:
>
> Infinite access floors and ceilings to permit the use of multi-media materials wherever required.

Fully adjustable overhead lighting to permit selection of light levels appropriate to the various medias being used (front projection, rear projection, television, casual reading, intensive study, etc.).

Demountable walls to permit reorganization of walled space.

Mobile shelving stacks to permit the 45,000 shelved print and non-print material collections to be relocated in any floor plan as required to support the learning or instruction of the day.

Totally individual units of furniture (all single student, individual and portable carrels, tables, chairs, etc.).

A series of multi-channel wireless audio transmission loops throughout the entire facility to permit simultaneous group and individual instruction without interfering with other individuals and allowing sound motion picture projectors and televisions to be used for group listening and viewing any place on the main floor of the facility without disturbing the "traditional library atmosphere."

Individually remote student controlled color video tape players to allow each student to review and learn at his own rate.

Large modular two-place tutorial instruction booths (each with chalk surfaces, projection surfaces and work surfaces) to provide ample standing and sitting space for a variety of tutorial needs.

Total micro-form circulation along with cassette players - circulated in the same manner and as freely as books.

Credentialed instructors assigned to the main floor of the Learning Center during all hours of operation and

.....all these activities within the atmosphere and services of a Traditional Library.

3. Thad Raushi, Counselor Coordinator, Schenectady County Community College:

Brief Description Of The

Schenectady Educational Opportunity Center

The Schenectady Educational Opportunity Center is a State University of New York program operated by Schenectady County Community College. It provides skill training and academic development programs, in line with employment demands, to meet the needs of educationally and/or economically disadvantaged persons. Upgrading for job mobility, providing skills which qualify persons for college enrollment, and offering counseling services (vocational, educational, personal, referral) open to the community at large is a major thrust of the program. There is no cost to the student and enrollment is continuous, based upon class openings. Instruction is highly individualized and ongoing cooperation with community agencies and businesses assists in meeting the individual's educational and employment placement needs. The recently developed self-contained mobile classroom and separate mobile counseling van add to the Center's outreach of services to populations not able to utilize the downtown building.

Program Uniqueness

Continuous Enrollment and Individualized Instruction

Enrollment in classes may take place any week throughout the year as there are openings. New students begin each Monday of the week with orientation and basic academic assessment.

While in a class setting a student works at a level and learning note appropriate for that person. Instruction is therefore, individualized and progress is based on the individual student's own rate of learning. Time limits for course instruction is set appropriately for the individual student.

Mobile Counseling and Instructional Units

Self-contained mobile units have been just acquired to reach population which otherwise could not take advantage of the Center. The instructional unit can accommodate 19 persons at one time and is designed for handling larger instructional equipment (e.g. keypunch machines). An office area is also located within the classroom on wheels. The self-powered counseling unit

accommodates 3 persons in an office atmosphere and will be utilized for outreach and counseling services.

Counseling Program

Counseling services, which are available to all students, is an integral part of the educational experience. Personal development and goal setting, educational and vocational exploration, referral work, are some of the major counseling functions.

Within an informal atmosphere both instructional and counseling staff place great emphasis on assisting students in developing a positive self concept vital for ongoing success and job mobility.

4. Richard L. Ducote, Dean of Learning Resources, College of Du Page:

Some of our more "unique" applications are as follows:

(1) Complete intershelving of all media using a simple (LC) classification.

(2) Cataloging and processing of all book and non-book materials.

(3) Independent listening and viewing in the public areas of LRC.

(4) The Human Resources Exchange.

(5) Unique film programming.

(6) Valiant efforts in the area of Instructional Design.

(7) Wide-spread computer applications with on-line circulation system, with on-line author-title look-up and serials coming very shortly.

(8) Extensive exhibits of community resources.

(9) 16 mm film production

(10) Innovative organizational structure.

(11) Interesting Bibliographic services.

(12) Free film programming for community services through a grant from National Endowment for Humanities.

(13) New color television studio.

(14) Commitment to Faculty Consulting.

5. Robert A Carman, Director, Learning Resource Center, Santa Barbara City College:

The Learning Resources Center at Santa Barbara City College is designed to provide support services to faculty members teaching in all academic areas and to all students. The LRC includes a Reading Lab, a Writing Lab, and a Math Lab, each staffed with permanent faculty, classified tutors, and student tutors. These labs are centered around basic developmental and remedial courses in English and Mathematics, but offer extensive support to other courses, to students referred by other instructors, and to walk-in students. A most important part of the LRC is the Tutorial Center which trains, supervises, and manages a corps of tutors who work in the other parts of the learning center. The physical facilities of the LRC will be greatly expanded in the coming year with the completion of a new building designed to house individualized instruction activities such as Audio-Tutorial courses, multi-media learning packages, etc. The work of the Learning Resources Center is complemented by an Instructional Materials Center also due for expansion into new facilities in 1974-75. The IMC includes Audio-Visual Services and media production facilities.

Our tutorial program is outstanding. It has been in operation since 1970 and now employs roughly 40 to 50 tutors plus volunteer and for-credit tutors. The tutors are trained, supervised, and evaluated, and used very effectively in remedial reading, writing, and remedial math instruction, and in every academic area of the college.

Our Math Lab program is unique and has received much attention from schools across the country. We enroll about 1,300 students each year in a remedial arithmetic course taught on an individualized basis using Programmed Instruction and tutors. Studies have shown that the program is more effective than conventional instructional strategies and costs a great deal less. Special programmed instructional materials have been developed for the course.

We find that tutors, used in a carefully planned, structured way, with carefully prepared instructional materials, are the key to our success with low ability students.

6. Richard C. Decker, Director, Educational Media Center, Cuyahoga Community College:

> Faculty and professional staff have available any and all media production services and facilities to design, develop, and produce any type of media required - simple or elaborate art; slides or photographs; tapes, both stereo and mono; simple or complex television productions; and silent or sound motion pictures, both 8mm and 16mm. All of these services are available to faculty and other professional staff but students do not have direct access to such. This is due to our level of sophistication and workload and a conscious decision on the part of the college at the time of establishing the EMC. Such services have been made available to students, minimally, through faculty requests for their students. However, it is my feeling that a special facilities and/or services should be provided for students. I am currently exploring the possibilities of making available, such services through some area within the college. In my travels throughout the country, I was able to identify several institutions which have done a great deal along this line and made very fine facilities and equipment available for student use in producing materials for classroom presentations.
>
> The most important function in helping clientele in my opinion, is an effective design/development process. Without a recognized structure, the clientele are unable to realize the benefits of the available services and make really effective use of such.

A final description from outside the community college setting is equally interesting.

7. Robert W. Skinner, Major, United States Air Force, Chief, Wing Learning Center, Williams Air Force Base:

> The learning centers here at Williams AFB provide support to both the T-37 and T-38 phases of training through the audio/visual media. The two centers combined have a total of 47 student study carrels of which 5 are cockpit type, 8 for strictly study purposes, and the rest have sound on slide and/or super 8mm self contained equipment in them. From 53 super 8mm film programs and approximately 80 sound on slide programs just about every phase of flight and just about every emergency procedure that student pilots may encounter can be studied in detail on the ground in a relaxed atmosphere. Thus we are able to help reduce the

psychological and physiological stress that always accompanies the task of piloting an aircraft.

Along with simulation, the uniqueness of the learning center is that student pilots may study virtually any task that's associated with piloting an aircraft on the ground under controlled conditions and then subsquently transferred to the sky. Inherent in this multi-media, self study, and student involvement, is achieved through "pause" features in just about all of our sound on slide programs. Another uniqueness is that words with pictures better fixes in the student pilots mind what various maneuvers look like. Consequently they can "dry fly" maneuvers on the ground.

Purposely this report has been designed to provide an overview, a statement on the art. Because many readers may wish to either initiate the development of a center or evaluate a present one, two final discussions are included.

Needs Assessment

One fundamental requirement for a genuinely useful Learning Center is a close working relationship with instructors. A Learning Center's variety of audio-visual equipment and instructional development services will amount to little if they are not used by the faculty. A needs assessment appears to be one logical way to find out what the services are that faculty would prefer.

The approach recommended here is a series of one hour interviews with a substantial portion of the faculty (35 to 45 percent). The purpose of these interviews should be to identify the instructional techniques which instructors feel have been effective in their classes, to obtain views on alternative instructional techniques, and to determine which media services are in use and what new types are desired in the future.

Responses to interview questions on the use of instructional

techniques should yield a picture of faculty attitudes toward innovation in instruction. For example, look at the following question:

> It is commonly felt that the Instructional technique used in community colleges more often than any other is lecturing. Is this true for you in this course?

If the results show 85 percent of faculty agreeing with the statement, the Learning Center staff will be required to lay a great deal of groundwork before much use of instructional development would occur. Instructors should also have ample opportunity to "dream" or brainstorm about the techniques they would use if they operated under no practical constraints. The result of this sort of questioning can be interesting: at times you get some exciting ideas and on other occasions to find instructors who can't imagine any changes even under ideal conditions.

The area of testing should be examined. You need to learn what types of tests each instructor uses and why. Also, it is recommended that you find out if any other forms of feedback are employed by faculty in addition to testing. The following question might be an example:

> For certain kinds of learning and/or for certain people, it appears to be essential for learners to have sufficient opportunities (in addition to tests) to try out the competencies they are expected to achieve and to get information about results and corrections quickly. In this course:
>
> a. Such feedback is provided.
> b. Would be desirable but is not feasible.
> c. Is not appropriate.

The actual current use of audio-visual hardware and services can be investigated by merely asking the instructor what equipment he uses. It is important here to let the interviewee respond

with little or no prompting, for often the instructor may say he uses most all types of equipment in an attempt to please the interviewer.

If possible, the needs assessment should be done by an outside impartial observer who has had some interviewing experience.

Once completed, needs assessment should provide you first with a profile of your faculty's attitudes on traditional or non-traditional instructional approaches and second, with the level of current use of your services.

Evaluating Learning Centers

The evaluation of a learning center presents special problems. Unlike a course, there is no set of competencies that each user of the center will want to possess. Each student, each instructor approaches with a different set of objectives -- some fairly clearly defined, some muddled. What then can be examined? Can we ever determine if learning is "better" because of the center?

On the traditional side, there are many types of data available such as: a cumulative inventory of equipment, distribution of book collection and non-print collection by subject areas, square feet, shelf space, seating space, etc. Students and faculty can be surveyed or interviewed to learn their level of satisfaction with the learning center.

Assessing the effectiveness of non-traditional components such as a tutorial center may call for new methodologies. For example, if students are enrolled for credit/no credit basis; this makes it difficult to measure the effectiveness of such a

service. All tutors and supervisors should work very closely with faculty so that they can work together on student weaknesses and note progress accurately. Also, a simple but foolproof system of logging students in and out must be developed in order to keep track of cumulative hours of tutoring each student receives. An obvious longitudinal measure to be made is that of student success in classes in which he is tutored.

Evaluating the output of a career guidance center is also complex due to the diverse objectives of the people who use this service. Basic to the evaluation of a career center is determining its basic goal: is the center to provide job information only or is it further to supply people with a methodology for exploring and choosing a career?

Determining the usefulness of the instructional development component will probably begin with the needs assessment discussed above. But evaluation here must be an ongoing process. Careful record of the most frequent and infrequent users of this service should be noted. Instructors in each group can then be asked appropriate questions concerning instructional development.

Perhaps what is most needed are some comparative studies which examine the operation of a traditionally organized library compared with that of a learning center. Such studies raise large methodological issues. Without such work, however, there can be little chance of success in assessing the impact of learning centers.

TABLES

A NATIONAL SURVEY: LIBRARY/LEARNING RESOURCE CENTERS

I. Does your Library/Learning Resource Center contain ALL of the following sub-units?

Library of Media Audio-Visual Services Non-Traditional Learning Spaces

Instructional Development (This service provides help to faculty members in designing and/or redesigning instruction through a systematic planning and design sequence.)

Response	n	%
Yes	142	46.7
No	162	53.3
Total	304	

II. If the center contains all four sub-units, where are they located?

Response	n	%
In one building	99	63.9
In separated buildings but in one administrative unit	56	36.1
Total	155	

III. If no, which of these units are contained in your Library/Learning Resource organization?

Response	n	%
Library of Media	154	88.5
Audio-Visual Services	138	79.3
Non-Traditional Learning Spaces	109	62.6
Instructional Development	29	16.7
Total respondents	174	

TABLES

IV. Which of these units of service are absent completely from your total college organization?

Response	n	%
Library of Media	14	12.5
Audio-Visual Services	11	9.8
Non-Traditional Learning Spaces	38	34.0
Instructional Development	92	82.1
Total respondents	112	

V. What is the official title of your center?

Response	n	%
Learning Resource Center	117	38.4
Library/Learning Resource Center	23	7.5
Library	89	29.2
Learning Center	10	3.3
Other	66	21.7
Total	305	

VI. Does your center contain units other than the four major sub-units of Library of Media, Audio-Visual Services, Non-Traditional Learning Spaces, and Instructional Development?

Response	n	%
Yes	40	13.0
No	266	87.0
Total	306	

TABLES

VII. Do you have a full-time Instructional Development Specialist?

Response	n	%
Yes	59	21.6
No	214	78.4
Total	273	

VIII. Do you provide workshops on various learning strategies and methodologies?

Response	n	%
Yes	125	45.4
No	150	54.6
Total	275	

IX. Do you have a part-time Instructional Development Specialist?

Response	n	%
Yes	58	23.0
No	194	77.0
Total	252	

TABLES

X. Which of these units does your Library/Learning Resource Center contain?

Response	n	%
Programmed materials including packages of instruction	306	75.9
Audio-visual equipment distribution service	268	87.6
Audio-visual equipment repair	185	60.5
Production of audio-visual media: slides & transparencies	246	80.4
Printing shop	51	16.7
All of these	16	5.2
None of these	16	5.2
Total respondents	306	

XI. Which of these does your Library/Learning Resource Center contain?

16mm film production	42	13.7
Film booking service	218	71.2
Radio station	12	4.0
T.V. station (closed circuit)	97	31.7
T.V. station (open circuit)	10	3.3
All of these	1	0.3
None of these	16	5.2
Total respondents	306	

TABLES

XII. Which of these does your Library/Learning Resource Center contain?

Response	n	%
Listening center (audio-lab)	233	76.1
Language lab	122	39.9
Tutorial lab	128	41.8
Computer terminal(s)	37	12.1
Reading lab	120	39.2
All of these	16	5.2
None of these	16	5.2
Total respondents	306	

XIII. Which of these does your Library/Learning Resource Center contain?

Response	n	%
Programmed independent studies	139	45.4
Diagnostic Center for learning disabilities	58	19.0
Skills development lab	102	33.3
All of these	0	
None of these	136	44.4
Total respondents	306	

XIV. Is the Learning Resources Center evaluated on a regular basis?

Response	n	%
Yes	157	56.7
No	120	43.3
Total	277	

TABLES

XV. If yes, on which of these is this evaluation based? (Select as many as apply.)

Response	n	%
Regular faculty interviews	86	28.1
Cost benefits analysis	44	14.4
Regular student interviews	56	18.3
Questionnaire to faculty	105	34.3
Questionnaire to students	98	32.0
All of these	13	4.2
None of these	147	48.0
Total respondents	306	

XVI. Does the Learning Resource Center have an instructional research office as part of its facility?

Response	n	%
Yes	20	7.4
No	250	92.6
Total	270	

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